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- Same Topic. Professor Frank M. McMurry, 86-89.
- Æsthetic element; merits of Herbartian pedagogy; what is the aim of education; six problems set before us; how can interest in a subject be aroused; awakening hunger for thoughts is half of good instruction;

the offering those thoughts the other half.

Same Topic. Dr. C. Hanford Henderson, 89-93.

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Same Topic. President Walter L. Hervey, 93-97.

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Some Psychological Aspects of the Teaching of Modern Languages, Dr. Francis Burke Brandt, 54-60.

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The Teaching of the Classics: Are We Sacrificing the Humanistic to the Linguistic? Professor W. B. Owen, 112-118.

The work apparently done by linguistic investigators and seminars; the first year or two must be devoted to the linguistic side; protest against new education; repeated application of grammar to text; valuable results reached in three distinct lines; make no parade of special æsthetic purpose; variety in unity; teacher must rise to the level of the author's thinking; mission of modern literature to draw nutriment from ancient and dilute it; a pity to let the student miss the writer's main thought.

Same Topic. Rev. Charles H. Willcox, 118-124.

Critics have spurred teachers of classics to better work; there is no humanistic without the preceding linguistic; humanistic has been making good its claim to an increase of time and attention; specialization should be extended; careful classification in earliest years of classical study; use Latin and Greek grammars alike in phraseology; our students compared with those of other countries; teacher should not permit attractiveness of other studies to turn him from grammar and drill; sight translation; references to history, mythology, geography.

Same Topic. Professor W. A. Robinson, 124-130.

Relation of elective system to question at issue; cutting down of pure memory drill; study of relation between thought and language; degree of Bachelor of Arts; adjustment of topics and methods; ability on entering college; scholars

should be made to feel that what they are reading has real interest for each one; sacrifice due to waste of time in faulty methods, and shortness of time given to preparation; ideals and aims to be attained.

Same Topic. M. E. Scheibner, 130-133.

How far linguistic side is carried, depends upon instructor; some degree of linguistic exactness necessary; linguistic difficulties must be overcome

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